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Ministry
of
Education

Secondary School Diploma Requirements

Issued under the authority of the
Minister of Education,
The Honourable Bette Stephenson, M.D.

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Introduction

The purpose of this document is to set forth the policies and requirements governing secondary school diplomas and related matters as prescribed by the Minister of Education.

In planning a secondary school program, the principal and staff must first consider the educational expectations that are to be achieved. Therefore, Parts 1 to 6 of this document are devoted to the philosophical and organizational goals that should be reflected in the curriculum.

Parts 7 to 12 outline provincial policy on matters related to required subjects, the conditions governing the earning of credits, and the requirements pertaining to the granting of diplomas and certificates. Reference is also made to factors governing the formation of credit courses based on curriculum guidelines and the procedure to be followed in establishing experimental courses.

Finally, Parts 13 to 17 focus on implementation policies and on suggestions that should be useful in providing programs to meet the needs of secondary school students.

Glossary of Terms Used in This Document

In order for educators to communicate effectively on a province-wide basis, it is desirable for them to have a clear understanding of certain terms that are used uniformly by the Ministry of Education and all school boards in Ontario. It is recommended that the following glossary of terms be recognized provincially and locally and be implemented in curriculum documents and related memoranda.

Area of study The Minister has prescribed four areas of study for secondary school programs and requires that courses be grouped under these areas. They are Communications, Social and Environmental Studies, Pure and Applied Sciences, and Arts.

Course A course consists of a body of knowledge related to a subject, where "knowledge" is taken to include such features as acquiring information, understanding concepts, mastering skills, utilizing processes, gaining experiences, and developing attitudes. A course may have a subject title such as "Biology A" or some other title such as "The Human Being" and is normally offered within the period of a year or less (see Subject).

Course calendar This is the name given to the document prepared by a secondary school to inform the students and parents of the courses available in the school.

Credit A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. Intermediate Division credits and Senior Division credits relate to courses based on curriculum guidelines identified with these divisions. An Honour credit is awarded for successful completion of an Honour Graduation course for which a minimum of 110 hours has been scheduled.

Curriculum This includes all student experiences for which the school is responsible.

Exceptional student An exceptional student may be gifted or may have learning problems. With respect to the secondary school program, exceptional students are those who have physical, intellectual, communicative, or behavioural differences to such a degree that they require special curriculum services.

Experimental course This is a course that is not developed from a Ministry curriculum guideline and, therefore, does not reflect the balance and intent of such a guideline. If offered for credit, such a course requires Ministry approval prior to implementation. Certain guidelines indicate that approval must be obtained for courses within their framework; these courses are also classified as experimental.

Grade A grade is an annual stage in a school program. In Ontario, secondary school students are enrolled in Grades 9, 10, 11, 12, or 13. A course may be designated by grade and subject, for example, "Grade 11 History". *Note:* Such terms as "year" and "level" should be avoided when referring to the grades in a secondary school. The term "level" appears elsewhere in this glossary.

Independent study Independent study refers to an arrangement by which a student is excused from attending some or all classes in a course in order to study independently, but under the supervision of the teacher.

Level In reference to courses offered in secondary schools, the term "level" shall mean "level of difficulty". Where circumstances permit and where it is considered desirable, courses should be offered at one or more levels, and such levels should be named the "modified level", the "basic level", the "general level", and the "advanced level".

Mature student For purposes of determining further required credits for a diploma, a mature student is defined as a student who is at least eighteen years of age and who has not attended day school for a period of at least one year.

Private-study student A private-study student is a student who is not enrolled in a day school, but who is an approved candidate in a course or program leading to a diploma or certificate and for whom a day school principal has arranged a process of evaluation.

Program A program is a set of one or more courses. Examples include a student program, a school program, an English program, a Senior Division program, and a summer-school program.

Required subject A required subject is one in which one or more credit courses shall, as directed by the Minister, be included in a student program.

Scheduled time This refers to the time requirement of a minimum of 110 hours, as mentioned in the definition of "credit". "Scheduled time" does not include additional time spent on a course, including, for example, time normally spent on work at home.

Shall, should, may In reference to policy statements:

- "shall" indicates that which must be implemented;
- "should" indicates that which is strongly recommended;
- "may" indicates that which is optional.

Student A student is a person who is enrolled in a secondary school program. Students should never be designated by level, for example, a "basic-level student"; only courses are said to be at a particular level.

Subject A subject is a specified discipline or branch of learning. Examples include fairly broad categories such as science, or more specifically defined categories such as biology, chemistry, and physics. A student may take subjects or courses in different grades at the same time.

1. The School and Its Purpose

A major purpose of a secondary school is to help each student develop to the maximum his or her potential as an individual and as a contributing, responsible member of society who will think clearly, feel deeply, and act wisely.

1.1 A shared responsibility

The above purpose can be achieved when the school facilitates the intellectual, physical, social, emotional, and moral growth of each student and develops more fully the knowledge, skills, and aptitudes that each student brings to the secondary school.

The identification and achievement of the goals of education are the shared responsibility of students, teachers, and parents. School programs should give emphasis to what the school is best equipped to do, namely, to fulfil the intellectual, physical, and social needs of the student. The school should co-operate with the home in satisfying the emotional and moral needs of the student. The recognition of the dignity of work and the satisfaction of achievement will allow students of varying interests and abilities to take pride in their personal efforts.

1.2 Curriculum priorities

Perceptions concerning the relative value of a particular subject or course vary from community to community, from school to school, from teacher to teacher, and from student to student. The need to provide students with the attributes that will allow them to participate richly and wisely in the life of this province and this country can be fulfilled in different ways through various subject areas. It is considered appropriate, therefore, for each school to adapt its own curriculum to meet the needs, interests, and abilities of the students in its community.

1.3 Achievement of goals

The principal and staff of each school are encouraged to offer a diverse range of learning experiences that should prepare students to live lives that are both useful and satisfying to themselves and to others. The objectives and perspectives of elementary education, post-secondary education, and the various fields of business and industry should also be taken into consideration in planning a secondary school program. At the local level, opportunities should constantly be sought to articulate educational expectations and to encourage a close relationship between the school and the community.

2. The School and Its Environment

The cultural, economic, and social setting of the school should be recognized and considered when the school curriculum is organized.

2.1 Interaction between the school and the community

To meet the needs of a wide variety of students, the secondary school should attempt to extend its role beyond the provision of courses for diploma credits. As a resource to the community generally and to its own students specifically, the school has an unrivalled opportunity to help young people explore the many dimensions of learning and living. It can assist them in the realization of their potential in various fields of endeavour and set them on the path to becoming mature, responsible, co-operative members of society. Among the activities that might be provided or encouraged are the following:

- extra-curricular, athletic, social, political, moral, cultural, and multicultural pursuits;
- service projects and special training sessions involving various community agencies;
- tours and visits to gain and share learning experiences.

Through interaction with the community, students may be given opportunities to enrich their lives, to practise self-discipline, and to take a vital interest in such matters as the following:

- positive attitudes towards the rights of others;
- respect for other races, cultures, and religions;
- accident prevention at home, in the community, in athletics, and when travelling;
- sensible use of leisure time and local recreational facilities;
- prevention of unnecessary pollution;
- care of plants and animals in the community area;
- wise use of energy and natural resources;
- decision-making processes in the political arena;
- judicious use of financial resources;
- physical fitness, and, in particular, the appropriate use of drugs and chemicals that influence human behaviour;
- enjoyment of aesthetic pursuits and forms.

3. The School Curriculum and Student Programs

The school curriculum should permit each student's program to reflect his or her state of development and expectations of achievement.

3.1 Student programs

Information regarding the school curriculum must be available to all students and their parents. Advice should be given so that students may select courses that best suit their needs, interests, abilities, and goals. Students should participate in the decision-making process as they form personal educational goals, select courses, and plan their use of scheduled and unscheduled time. Both students and parents share with the school the responsibility for educational achievement, in which the qualities of enthusiasm, self-discipline, and good judgement play important parts.

3.2 Individualization

In so far as it is consistent with the financial and human resources available in a school, secondary school organization should allow each student to pursue a program suited to his or her individual needs and aspirations. The organization of a secondary school curriculum that permits individualized progress for students requires time, energy, and dedication. Various organizational patterns, which may have distinct advantages in particular situations, may also impose special demands on principals, teachers, and students. If many individual differences are to be accommodated within courses, there must be careful and perceptive adaptation of curriculum guidelines, a constant awareness of standards, a flexible organizational structure, and, for exceptional students, supportive special education services.

3.3 Business and technological education

It is important for many secondary school students that they receive an adequate and appropriate foundation in business and/or technological education. This is particularly essential for those students who will seek employment in business and industry upon leaving school. Such preparation should lead to the development of applicable skills in these areas and to a good vocational perspective.

Secondary schools should also provide courses to prepare students who wish to specialize in business and technological programs at a college of applied arts and technology or other post-secondary institution.

In general, business and technological programs in secondary schools should offer diversity in content, function, and approach. The aims and objectives of courses in practical-education programs should focus on one or more of the following:

- in-depth specialization by students, with immediate application to employment;
- student acquisition of an appropriate base of compatible subjects as a background for post-secondary education and future employment;
- the development in students of general business and technological awareness for personal use.

3.4 Relating to others

Provision should be made for each student to relate to a teacher who can act as a personal adviser and to belong to a group which can offer continuing support and stability. Some students may be grouped together for a part of their timetable where they have selected the same courses. The balance of their timetables can be individualized. In this way, the students may be provided with both a sense of belonging and a sense of independence. Both attributes are important to the secondary school student.

3.5 Sex-role stereotyping

The policy of the Government of Ontario is that there be equal educational opportunity in the province. Thus, it is inappropriate for any school to deny a student access to a course or a program solely on the basis of the sex of the student. This does not make mixed classes of male and female students obligatory, but the policy underlines the fact that sex-role stereotyping of courses and programs is to be avoided. Similar courses may be given to mixed or unmixed classes so that students of either sex are free to participate in courses in all available subject areas.

4. Areas of Study

Schools shall offer a range of learning experiences to accommodate individual differences through a wide variety of courses in the four different areas of study.

4.1 The four areas of study

An area of study may be described as a broad segment of knowledge and inquiry. The diploma requirements are designed to ensure that, in keeping with the principle of providing breadth in a student's program as well as a framework within which continuity and balance can be maintained, opportunity is given each student to gain some experience in each of the four areas of study: Communications, Social and Environmental Studies, Pure and Applied Sciences, and Arts. In consultation with the school staff, the principal shall classify all courses offered in the school under these headings. The assignment of a course to an area of study will depend on its content and the method of approach to be used.

The following descriptions are intended to assist principals in assigning courses to areas of study.

Communications

This area consists of studies that are primarily concerned with interchange of thought and with various modes of human expression. Subjects that emphasize a medium of communication, be it linguistic, mechanical, symbolic, or pictorial, could be included in this area of study.

Social and Environmental Studies

This area consists of studies that are primarily concerned with the unique nature of human beings and their interaction with their environment and with each other. It is evident that the study of people and their environment may be considered the major component of many subjects dealing with human thought and action in the past, present, or future. The ways in which people live, raise their families, earn and spend their money, worship, establish their governments and laws, travel, and shape their surroundings are some of the topics that could be included in courses in this area of study.

Pure and Applied Sciences

This area consists of studies that are primarily concerned with quantitative and qualitative properties of matter and energy including those of living organisms, the conditions of their interaction, and the application of this understanding to the solution of practical problems. Within this area of study could be included many of the courses related to the fields of mathematics, science, business, and technology.

Arts

This area consists of studies concerned with the aesthetic nature of humans and their creative expression and could include physical movement, music, drama, film, and all forms of visual art, whether their focus be functional or aesthetic.

4.2 Courses in more than one area of study

There are courses which, by reason of their content or emphasis, are logically appropriate in more than one area of study. Thus, a course that can be considered to belong to two areas of study because of its interdisciplinary or multidisciplinary nature may be assigned to both areas of study when, in the opinion of the principal, it will be taught from a point of view consistent with the description of each area of study as outlined above. A course can be assigned to only one area of study for any given student, although different students within the same class may take the course from different perspectives and, therefore, may earn credits in different areas of study.

5. Levels of Difficulty

Courses should be offered at different levels of difficulty to accommodate various levels of ability.

5.1 The four levels

The opportunity for an individual student to work at his or her own level — to reach ahead in some subjects and to engage in fundamental work in others — can be provided if courses with different approaches and varying degrees of intensity are offered in the various subject fields. Where circumstances permit and where it is considered desirable, it is recommended that the various secondary school courses be offered at one or more of the following levels of difficulty: the modified level, the basic level, the general level, and the advanced level. These labels describing levels should be used only when referring to courses, and never to students. In schools where levels are presently identified numerically or by some other method, it will be the responsibility of the principal to determine whether any change in the existing nomenclature is to be made. The following chart shows some commonly used names of levels and their approximate relationship to the four recommended names.

Common practice Level or phase	Recommended practice Level
1,2 Services Vocational	Modified
3 Occupational Basic Remedial	Basic
4 General Technical Business	General
5,6 Advanced Enriched	Advanced

Many courses will be offered at only one level, but where circumstances permit and where the needs of different students can be accommodated by offering courses at two or more levels, such levels should be offered. This is particularly important in the required subjects, since their successful completion is necessary to earn a diploma.

Credit courses which may be counted towards the earning of a Secondary School Graduation Diploma may be offered at any of the four levels of difficulty. Levels of difficulty do not apply to Honour courses leading to the Secondary School Honour Graduation Diploma.

Where desirable and feasible, students should be permitted to take courses at different levels and should not be unduly influenced into taking all courses at a single level. The streaming of students into programs containing a single level of courses is not encouraged. However, in a few instances, special-purpose schools, in which the majority of students work at one level, may be warranted.

Constraints imposed by numbers of students, financial considerations, and the availability of staff and resources may require schools to consider some multi-level classes in order to meet the needs of students. Thus, a class may consist of some students who will earn credits at one level and others who will earn credits at an adjacent level. *It is recommended that such classes not involve more than two levels in the same grade and in the same subject.*

5.2 Descriptions of the four levels

The general characteristics of the four levels may be described as follows:

Modified level

A modified-level course should provide features that are designed to suit the particular needs of students who desire a skills-oriented course. Such a course will deal primarily with elemental aspects of a subject and will involve the student in many practical activities. The pace at which a modified course will be given may be determined largely by the need to develop skills usually acquired at an earlier stage. Many modified courses will focus on vocational skills that are important to students after they leave school.

Exceptional students with severe learning problems should be able to take courses that are particularly modified to suit their own capabilities.

Basic level

A basic-level course should provide the student with the opportunity to gain basic knowledge and skills. The academic work and related skills should be perceived by the student as being useful. Such features as preparation for home life, financial management, appropriate communication, understanding of the media, meaningful interaction with the environment, general knowledge of our society, personal health and fitness, and other basic features

that may be useful to the student who may or may not anticipate further post-secondary education might be taught. Basic-level courses should also provide a good occupational preparation for direct entry from the secondary school into employment.

General level

A general-level course should provide general perspectives on a subject with the emphasis placed on more rigorous aspects of the subject than those developed in a basic-level course. Practical applications should be used to illustrate fundamental concepts. Such a course should be considered as appropriate preparation for employment or further education in colleges and other non-university educational institutions.

Advanced level

An advanced-level course should provide theoretical approaches in addition to fundamental knowledge and practical applications. Such a course should be considered as appropriate preparation for, but not necessarily a prerequisite to, Honour Graduation courses.

Advanced-level courses that are enriched for gifted students should be offered where feasible. The achievement of such students should be reported at the advanced level so that all students taking an advanced-level course, whether it is enriched or not, will receive comparative assessments. This is particularly important when students submit their results to post-secondary institutions.

6. Exceptional Students

School programs should be offered to meet the needs of exceptional students through appropriate group and individualized approaches, enriched and modified courses, and special instructional services.

6.1 Special education services

Traditionally, schools have met the needs of students with learning problems through a wide range of special education services and through special vocational and occupational courses or sets of courses. The present philosophy of choosing the most appropriate programming, from a range encompassing integration within the regular program to segregation for those students who require an intensive program is intended to extend the opportunities for exceptional students within the educational facilities of their home communities. Nevertheless, a few severely handicapped students may need special residential schools such as those which provide programs for students who are blind, deaf, or who have severe behavioural or learning problems. Thus, alternatives may vary from complete integration for some exceptional students, to partial integration for others, to complete segregation for those who require a self-contained program.

The programs of students who have already received or who should begin to receive special education services will depend on assessments based on school records, special reports forwarded (with parental permission) to the secondary school, and on conferences with the exceptional students, their parents, and former teachers. It may be necessary to give consideration to such factors as the following:

- restrictions or limitations imposed by physical or emotional handicaps;
- the side effects of medication that may affect learning;
- areas of academic and psychological strength that form a foundation upon which progress may be built;
- techniques or approaches that may ameliorate a handicap or weakness.

Students who require special education services are not exclusively those who lack the ability to comprehend the subject matter of regular course offerings in the school. Minor adjustments in classroom procedure or school routine will enable some exceptional students to participate in most of the courses offered in the school.

6.2 Special education courses and programs

Courses should be designed at appropriate levels for exceptional students with learning problems in such subjects or programs as English, mathematics, science, history, geography, visual arts, music, family studies, and physical and health education. However, the need continues for specially designed courses whose purpose is to provide practical training for those students who need preparation for specific occupational and vocational goals or for further training. Furthermore, appropriate programs of four years' duration should be available for all students who want or need them.

Planning special education programs for students with exceptionalities may require special provisions within a regular class, with or without special resource support; special class grouping on a full- or part-time basis; the grouping of numbers of students within a special-purpose secondary school; or any combination of these approaches. However, there will still be students in all schools for whom special courses, instructional techniques, learning materials, and evaluation processes will be necessary. It is particularly important that the instruction of these students be assigned to teachers who have an understanding of their special needs, a willingness to meet the challenge of teaching exceptional students, and a commitment to the objectives of the courses. The number of students in each class should be consistent with the objectives of a special education program and should follow the stipulations set forth in the O. Reg. 704/78, Elementary and Secondary Schools and Schools for Trainable Retarded Children – General.

6.3 Courses and programs for gifted students

Particularly gifted students should be encouraged to avail themselves of advanced-level courses that are enriched to accommodate their needs, where such courses can be offered. These courses should include a variety of learning experiences such as independent study, individual research, group interaction, and community involvement.

Those students who exhibit the ability, maturity, and motivation to master an accelerated educational program, who have parental approval, and who act with the advice and support of the principal may complete their secondary school education, including the earning of the Secondary School Honour Graduation Diploma, in fewer than five years. Such students may be able to earn enough credits to qualify for both the Secondary School Graduation Diploma and the Secondary School Honour Graduation Diploma by augmenting the normal credit accumulation through special provisions such as evening classes, summer school, private study, or correspondence courses.

7. Granting Credits and Issuing Diplomas

Secondary schools shall offer an array of courses which, if successfully completed, will qualify students for credits towards the earning of diplomas and certificates.

7.1 Granting credits

A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. In granting credits, principals shall ensure that the intention of this definition of a credit is fulfilled by determining that the following conditions have been met:

- The course has been developed from a Ministry of Education guideline or has been approved by the Ministry.
- The amount of work expected in the scheduled time and the evaluation of student achievement were both significant components of the course.
- The course required the completion of an amount of work at a level that could reasonably be expected of the students for whom it was planned.
- Scheduled time did not include either the time required for homework normally associated with a course or any travel time to and from studies taken at locations away from the school.
- Courses scheduled for fewer than 110 hours were granted fractional credit values proportionally less than one, but not less than one-third.
- Courses scheduled for substantially more than 110 hours were granted fractional credit values proportionally greater than one, but not less than one and one-third.

The definition of a credit provides the criteria for measuring the progress of a student towards a diploma. Special provisions may be made for exceptional students whose rate of progress warrants the use of more or less time for the successful completion of the work that has been planned. The allocation of scheduled time is the responsibility of the principal.

Some students enter secondary schools without having taken or successfully completed the work of Grades 7 and 8. Initially, in the secondary school program, courses taken by such students may or may not be assigned credit value as decided by the principal in consultation with the staff. However, by the beginning of the third year after leaving the Junior Division, all courses taken by such students in secondary schools shall be eligible for credit.

7.2 Issuing diplomas and certificates

On the recommendation of the principal, the Minister of Education grants various diplomas and certificates at any time during the year to students who have successfully completed the necessary requirements.

Where a student has completed the requirements through private study, evening classes, or summer school, the diploma or certificate shall be issued by the principal of the school that possesses the student’s Ontario Student Record Folder when the final credit is earned. If the final credit is earned through a correspondence course, the student may choose to have the diploma or certificate issued by the Director of the Correspondence Branch or the principal of the school last attended. The person issuing the diploma or certificate shall submit the necessary report to the Information Systems and Records Branch of the Ministry of Education.

8. Required Subjects

Certain required subjects shall be included in the programs of secondary school students.

8.1 Grades 9 and 10

All students commencing a secondary school program on or after September 1, 1979, shall, within their program during the first two years, include courses in required subjects as follows:

English (or Anglais)	2 credits
Mathematics	2 credits
Science	1 credit
Canadian History	1 credit
Canadian Geography	1 credit

These courses are to be based on Intermediate Division guidelines as indicated in the first part of Appendix A.

For students in occupational programs that lead to a Certificate of Training or to a Secondary School Graduation Diploma, the required-subjects policy as outlined above is modified as follows:

- A minimum of four credit courses in the required subjects, two of which must be in English, shall be included in their programs during Grades 9 and 10. In fact, principals are encouraged to arrange for more than the minimum four credit courses in the required subjects during Grades 9 and 10 where feasible.
- Courses in the remaining required subjects shall be available in subsequent years to those students who are proceeding to the Secondary School Graduation Diploma.

8.2 Grades 11 and 12

All students commencing a secondary school program on or after September 1, 1979, shall, within their program in the Senior Division, include courses in required subjects as follows:

English (or Anglais)	2 credits
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These courses are to be based on Senior Division guidelines as indicated in the second part of Appendix A.

8.3 Summary of required subjects for diploma purposes

Before a Secondary School Graduation Diploma is issued to students (including those in occupational programs) who commence a secondary school program on or after September 1, 1979, the following required subjects, as well as other requirements, must be successfully completed:

Intermediate Division	
English (or Anglais)	2 credits
Mathematics	2 credits
Science	1 credit
Canadian History	1 credit
Canadian Geography	1 credit
Senior Division	
English (or Anglais)	2 credits
<hr/>	
9 credits	

Note:
While a principal may strongly recommend that students take certain specified courses in addition to the required subjects listed above, the principal shall not identify additional subjects as mandatory requirements towards the earning of a Secondary School Graduation Diploma beyond those stipulated in this document.

8.4 Withdrawal from a required subject

In order for students to fulfil the policy regarding required subjects, they must take the required courses, continue in attendance throughout the duration of the courses, successfully complete them, and thus earn credits towards the Secondary School Graduation Diploma. If a student completes a required course but is unsuccessful, he or she may repeat the course or take a permissible substitute (perhaps a course at a different level or an entirely different course provided that it is developed from a guideline listed in Appendix A) in order to earn a credit for the required subject. In some cases, after a reasonable period of time during which a student has been in attendance in a required course, the principal, in consultation with the staff, parents, and student, may determine that it is no longer advantageous for the student to continue in the course. The student may then be permitted to withdraw from that course. By withdrawing in this way, the student forfeits the right to earn a diploma, unless the course or a permissible substitute is successfully completed at a later date. The availability of suitable courses at different levels of difficulty should minimize the number of such cases.

9. The Secondary School Graduation Diploma (S.S.G.D.)

Principals of secondary schools shall recommend the granting of the Secondary School Graduation Diploma to those students who successfully complete the diploma requirements.

9.1 Earning the S.S.G.D.

It is necessary to emphasize to parents, prospective employers, admission officers in post-secondary institutions, and to the general public that the Secondary School Graduation Diploma is attainable by all students who achieve satisfactory standing in the required subjects and in those courses that they have selected within the diploma requirements. The diploma reflects the student's selection of a program and his or her achievement in that program; it is, thus, as individual as the student who has earned it.

9.2 Granting the S.S.G.D.

A Secondary School Graduation Diploma shall be granted on the recommendation of the principal of the school last attended to a student who has commenced the first year of a secondary school program on or after September 1, 1979, and who has earned a minimum of 27 credits which include:

- at least 3 credits in each of the four areas of study;
- 9 credits in the required subjects indicated in section 8.3.

Credit courses in the required subjects are to be based on the guidelines indicated in Appendix A.

Where students earn their final credits for a diploma through correspondence courses, see section 7.2.

These requirements and those applicable to students entering secondary schools prior to September 1, 1979, are summarized in the table on the next page.

Requirements for the S.S.G.D.

Minimum number of credits	School year in which the student began or will be- gin the first year of a secondary school program				Notes
	1974-75 1975-76 1976-77	1977-78	1978-79	1979-80 1980-81	
for an S.S.G.D. including, within this total, the following:	27	27	27	27	(b)
from each area of study	3	3	3	3	(c)
from English Studies	4	2	2		(d)
from Canadian Studies	2				(e)
in required subjects:					
Intermediate Division					(f)
English (or Anglais)		2	2	2	(g)
Mathematics		2	2	2	(g)
Science		1	1	1	(g)
Canadian History			1	1	(g)
Canadian Geography			1	1	(g)
Canadian History OR Canadian History and Canadian Geography		{ 2 OR 1 each			(g)
Senior Division					
English (or Anglais)				2	(g)

- Notes:
- a) In this document, the school year is considered as beginning on September 1 of one year and ending on August 31 of the following year.
 - b) Students should be encouraged to enrich their programs by taking more than the minimum 27 credit courses.
 - c) See section 4.1 for a description of these areas of study.
 - d) See Appendix B.
 - e) See Appendix C.
 - f) For a modification of the required-subjects policy for students in occupational programs, see section 8.1.
 - g) See Appendix A.

9.3 Credits for elementary school students

In accordance with the concept of continuous progress in education, an elementary school principal and the principal of a publicly supported school offering secondary school programs may decide that it is appropriate for certain elementary school students to enrol in secondary school courses. Where prior permission has been granted by local supervisory officers for elementary school students to take secondary school courses for credit, the principal of the publicly supported school offering secondary school programs shall assume the responsibility for evaluating the students' achievements and for allotting credits towards their Secondary School Graduation diplomas.

Elementary school students who earn one or more credits in the required subjects shall take the balance of the required subjects in a secondary school (see sections 8.1 and 8.2).

9.4 Honour credits applied to the S.S.G.D.

An Honour credit may be counted towards the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma, but not towards both. However, in cases where a student has used an Honour credit for the Secondary School Graduation Diploma, he or she may later replace it with another credit, thereby releasing the Honour credit for the Secondary School Honour Graduation Diploma.

9.5 Equivalent diploma requirements

Secondary school students who transfer from one school to another will have their credits and fractional credits transferred to the new school. Students who do not have Ontario credits, for example, students from some private schools or schools outside Ontario, shall have their records assessed by the principal of the new school who will determine those diploma requirements that are yet to be fulfilled. The principal is not required to list the equivalent credits already earned, but, having judged each case on its own merits and having determined as equitably as possible the credit equivalency of the student's background, is then to declare the number of credits that are yet to be earned and any related requirements that are to be fulfilled before the student can attain a Secondary School Graduation Diploma.

The table shown on the next page may be used as a rough guide in determining additional credit requirements that may be normally applicable for students commencing a secondary school program on or after September 1, 1979.

9.6 Music certificates

The certificates listed in the first part of Appendix D may be counted for a maximum of one credit towards the Secondary School Graduation Diploma in addition to any music credits earned in the school.

9.7 Records of achievement

The principal of a secondary school shall, upon request, issue a copy of Section C of the Ontario Student Record Folder or a statement of standing on school stationery to any student who leaves school on or before completing the requirements for the Secondary School Graduation Diploma. The statement may be issued at any time during the school year and must clearly describe the number of credits earned, the level of difficulty of each course satisfactorily completed, as well as any partial work which, in the opinion of the principal, is significant.

9.8 Certificate of Training

The Certificate of Training is granted to a student who has successfully completed a secondary school program of occupational education of one or more years. The certificate should be supplemented by Student Achievement forms or a copy of Section C of the Ontario Student Record Folder indicating the number of credits accumulated and clearly defining the duration and areas of concentration of the student's program of studies.

Equivalent Diploma Requirements

	Situations in which students have normally completed				
	Grade 8	Grade 9	Grade 10	Grade 11	more than Grade 11
Number of years successfully completed in a secondary school program	0	1	2	3	more than 3
Minimum number of credits to be earned towards the S.S.G.D.	27	20	13	6	3
Minimum number of credits to be earned in each area of study	3	2	1	—	—
Number of <i>required</i> credits to be earned in the Intermediate Division	7	3	—	—	—
Number of <i>required</i> credits to be earned in the Senior Division	2	2	2	1	—

This table is to be used at the discretion of the principal provided that the following requirements are met: A student who has no previous Ontario credits but who has successfully completed more than three years of secondary school education is required to earn a minimum of three Senior Division credits before being recommended for the Secondary School Graduation Diploma. However, if a student has successfully completed more than three years of secondary school education and returns to the Ontario educational system, having previously earned at least three Ontario credits, he or she may qualify for the Secondary School Graduation Diploma by completing a minimum of one Senior Division credit.

10. The Secondary School Honour Graduation Diploma (S.S.H.G.D.)

Principals of secondary schools shall recommend the granting of the Secondary School Honour Graduation Diploma to those students who successfully complete the diploma requirements.

10.1 Granting the S.S.H.G.D.

Courses leading to the Secondary School Honour Graduation Diploma provide an opportunity for students to explore in depth a limited number of subject areas or to continue a broad and diversified program. Honour Graduation courses must demand from students an advanced level of academic achievement and maturity. In order to derive maximum benefit from the studies undertaken, students should be helped and encouraged to utilize a great variety of learning resources in both scheduled and unscheduled time.

A Secondary School Honour Graduation Diploma will be granted to a student who has earned a minimum of six Honour credits on the recommendation of the principal of the secondary school in which the student last gained standing.

10.2 S.S.H.G.D. courses

Honour Graduation courses provide a basis for university-level education. Therefore, it is particularly important that a depth of study and a high intellectual standard be maintained in these courses. Schools may offer any number of Honour Graduation courses as authorized by Ministry guidelines or as approved through the experimental-course approval process. However, the maximum number of Honour Graduation credits in each subject that a student may present for diploma purposes is restricted as outlined in Appendix E.

10.3 Approval of S.S.H.G.D. courses

The following kinds of courses are acceptable for the Secondary School Honour Graduation Diploma:

- credit courses that are based on the existing Honour Graduation guidelines implied in the first part of Appendix E and identified in Appendix F;
- courses that are developed from the guidelines implied in the second part of Appendix E and identified in Appendix F. Such courses are treated as experimental courses and require Ministry approval prior to implementation;
- experimental courses that are not based on existing guidelines and for which approval by the Ministry has been granted.

10.4 Fractional credits

In order to ensure depth of study in an Honour Graduation course, no fractional credit less than one will be accepted for diploma purposes. A credit value greater than one shall be assigned only to a course that exceeds in scheduled time and content the requirements for a single credit by at least one-third of a credit.

10.5 English and Anglais, French and Français

Standing obtained in either English or Anglais, but not both, and in either French or Français, but not both, shall be counted towards the Secondary School Honour Graduation Diploma.

10.6 Music certificates

The certificates listed in the second part of Appendix D may be counted for a maximum of one credit towards the Secondary School Honour Graduation Diploma in addition to a maximum of one other Honour credit in music earned in the school.

10.7 Grade 13 standing prior to 1970

Where a student holds one or more Grade 13 credits as defined in or prior to 1970-71, he or she may qualify for a Secondary School Honour Graduation Diploma in either of the following ways:

- by successfully completing work after September 1, 1971, to make a combined total of seven former and new credits;
- by having any Grade 13 credits obtained in or prior to the 1970-71 school year re-evaluated according to the definition of a credit given in section 7.1 and by successfully completing work after September 1, 1971, to make a total of six new credits.

In no case may a student who failed to qualify for a Secondary School Honour Graduation Diploma by August 31, 1971, be awarded the diploma without completing a minimum of one new credit after that date.

11. Special Provisions for Earning Credits and Diplomas

Principals shall, where applicable, award credits and recommend the granting of certificates and diplomas to students who qualify for them through:

- *equivalency provisions for mature students*
- *correspondence courses*
- *continuing education (evening and day classes)*
- *summer schools*
- *private study*
- *inspected private schools*

11.1 Equivalent standing for mature students

S.S.G.D. for mature students

Equivalent credits towards the Secondary School Graduation Diploma may be granted to mature students who have returned to day school, are enrolled in classes in continuing education, have obtained private-study status, or are enrolled in correspondence courses.

Mature students who have previously accumulated fewer than twenty-three credits may wish to take advantage of any of the provisions for equivalent-credit allowances stated below. Such students shall not be awarded the Secondary School Graduation Diploma until they have earned, subsequent to becoming mature students, at least four Ontario credits normally taken by students in Grades 11 and 12. Mature students who have previously accumulated twenty-three or more credits towards the Secondary School Graduation Diploma shall complete the required number of credits to bring their total up to a minimum of twenty-seven credits before they qualify for the diploma. In applying the criteria governing equivalent-credit allowances, a principal may consider it desirable to delay assigning some or all of the equivalent credits until students have completed one or more Senior Division courses.

Equivalent-credit allowances

In addition to diploma credits already accumulated by students – credits for which transcripts can be produced – the following equivalent-credit allowances may be given to raise the total number of accumulated credits for mature students up to a maximum of twenty-three credits:

Maturity allowance A maturity allowance of up to twelve credits may be given on the basis of age and length of time out of school. This provision recognizes that experience in the adult world can produce competence and understanding equivalent for some purposes, and to varying degrees, to that which might have been gained through formal education. Because maturity is not necessarily proportionate to chronological age, the decision regarding how many of the twelve credits will be allotted to any individual mature student is left to the principal, who will judge each case according to its merits.

Equivalent education allowance Allowances may also be given to mature students for individual courses successfully completed but not normally identified as secondary education, if they are considered acceptable by the principal and if some form of transcript is available. Each course containing work that would normally be completed after 110 hours of instruction may be considered to equal one equivalent credit.

Courses that are considered to be post-secondary, for example, courses that normally qualify for college or university credit, do not qualify for purposes of granting credits towards the Secondary School Graduation Diploma.

Apprenticeship training allowance Two equivalent credits may also be allotted for the successful completion of each period of an apprenticeship training program under authority of The Apprenticeship and Tradesmen's Qualification Act, Revised Statutes of Ontario, 1970, chapter 24, or for each six units of a modular training program taken over and above the prescribed academic entry requirements of the particular training program authorized under the act cited above.

Equivalent credits assigned under this section shall be recorded as such in Section C of the Ontario Student Record Folder. Once they have been assessed and recorded by a secondary school principal, the equivalent credits may be transferred to any other secondary school in the province.

Stipulations governing credit requirements

When a principal has determined how many credits a mature student has yet to earn towards a diploma, the student should be given guidance regarding the credit courses that are to be included in his or her program. After judging each case on its own merits, the principal may stipulate general requirements for earning the diploma, such as the minimum number of credits to be earned in each area of study and among the required subjects. A ruling of this nature should be given to the student in writing, with a copy placed in the student's Record Folder. Any ruling should not be unduly burdensome on the student, but should be made in his or her best interests.

11.2 Correspondence courses

Secondary school correspondence courses conferring credit towards the Secondary School Graduation Diploma and the Secondary School Honour Graduation Diploma are provided to Ontario residents by the Ministry of Education. For the most recent information and regulations concerning eligibility and enrolment procedures, reference should be made to the booklet *Correspondence Courses* for the current year.

11.3 Continuing education (evening and day classes)

Although the main purpose of providing continuing education through evening and day classes is to benefit adults who have left school, another purpose is to accommodate some day-school students who have special curriculum needs.

A student who attends a day school may be considered for admission to an evening-class course for diploma credit after presentation of:

- a) a statement signed by the day-school principal indicating
 - i) that there has been consultation with the student regarding the proposed enrolment in evening classes, and
 - ii) that a student who is enrolled for credit *in the same course* in day school has the day-school principal's permission to enrol in the evening-class course; and
- b) evidence of parental approval for those students who have not attained the age of majority.

This provision does not preclude the possibility of a student's auditing either a day-school or an evening-school course as a supplement to the course he or she is taking for credit.

The student's final standing in a credit course shall be reported to the principal of the day school and recorded in the Ontario Student Record Folder along with other courses taken in that school.

Where the scheduled time in any continuing-education course taken for credit is less than that required by the credit definition, it is the responsibility of the principal of the continuing-education program to ensure that the course is planned to contain the quantity of work that would ordinarily be completed in a minimum of 110 hours of scheduled time in a day-school program.

11.4 Summer schools

Summer schools, another aspect of continuing education, can provide an additional avenue by which credits may be earned.

Establishing summer schools

Summer schools may be established by school boards under the provisions of paragraph 29 of section 147 of The Education Act, 1974. The chief education officer of the board concerned shall notify the Information Systems and Records Branch of the Ministry of Education through the June Board Report of the subjects that it intends to offer in its summer-school program.

Summer-school courses shall not begin until after the last legal school day in June, nor extend beyond the first legal school day of the following school year.

Students who meet the terms for admission established by the board operating the summer school may be admitted to summer-school courses.

Types of summer-school courses

Secondary school courses offered by summer schools may be of three types:

- credit courses that are designed for students who have taken the same courses in day or evening classes during the regular school year but who have not obtained standing or who wish to improve their standing in such courses;
- credit courses that have not been previously studied;
- non-credit courses that are designed to meet specific interests or needs of students.

Length of summer-school courses

Principals shall ensure that, to qualify for diploma credit, courses not previously taken by students fulfil the same credit requirements as courses offered during the regular school year. This includes the requirement that each credit course offered be scheduled for a minimum of 110 hours. Summer courses that do not satisfy the full-credit definition must be offered as fractional credits. However, no fractional credit less than one-third may be assigned to any such course.

Courses taken for credit by students who did not obtain satisfactory standing during the regular school year in the same course need not be scheduled for the full time stated in the credit definition. In no case, however, may the amount of scheduled time be less than one-half the total time provided for the course during the regular session. Standing for students in these courses shall be established by taking the higher of the standings obtained in summer school and in the regular day school, not by averaging the two.

Recording summer-school standings

On or before the last day of August, a statement of the standing obtained in summer-school courses shall be issued to the student by the principal of the summer school. Where the course carries certificate or diploma credit, the standing shall also be reported to the principal of the school where the student last gained standing. This standing shall be accepted by the principal of the school last attended as if it had been included in the student's report and shall be recorded along with the standing of courses taken during the regular school year.

11.5 Private study

Credits may be earned for diploma purposes through private study. A person who wishes to qualify as a private-study student should submit an application as early in the school year as possible, normally not later than the first school day in February, to the principal of the secondary school at which he or she wishes to be considered a private-study student.

When a private-study student has obtained satisfactory standing, the principal shall record the standing in the Ontario Student Record Folder in the manner prescribed in Regulation 38/73, Pupil Records.

11.6 Private schools

Credits may be earned for diploma purposes through attendance at private schools that are inspected and in which the quality of teaching and the work of the students have been deemed satisfactory by the Ministry of Education.

When the principal of a private school operating a school-year program or a summer-school program applies to have a Ministry supervisory officer report on the school with respect to the standard of instruction and the work of students in subjects leading to the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma, the Regional Director of Education shall arrange for the inspection. Upon the recommendation of the principal of a private school in which the quality of teaching and the work of students have been deemed satisfactory by a Ministry supervisory officer and the Regional Director of Education, a Secondary School Graduation Diploma or a Secondary School Honour Graduation Diploma will be granted to students who have completed the appropriate requirements.

12. Co-operative Education

Co-operative-education courses may be offered, where appropriate, to enable some students to obtain credits through courses that combine in-school and out-of-school components, provided that the school maintains control of the design, implementation, monitoring, and evaluation of such courses.

12.1 Co-operative utilization of community resources

Through the use of out-of-school resources, it is possible for schools to meet certain particular educational needs of students in effective new ways. Courses involving co-operative education can provide modes of learning that employ and explore a variety of methods that take full advantage of educational resources in the community. Such courses can develop skills that are needed in a social-service activity, in business, in employment, in a vocational pursuit, or in some special activity or study in the community, provided that the out-of-school involvement enhances the educational experience of the students involved.

A co-operative-education course or set of courses consists of an in-school component and an out-of-school component so that learning and experience are combined in an educationally beneficial way. The structure of both the in-school and out-of-school components is the responsibility of the teacher. Therefore, it must be recognized that any course or set of courses in co-operative education can make considerable demands on the time of the teacher as well as on that of the out-of-school supervisor or employer. The proposed learning must be outlined and approved, the resources identified, and all the evaluative criteria co-operatively determined in advance and subsequently monitored. These are legitimate demands on a teacher's time and need to be accommodated in the organization of the school program.

Individual students or small groups of students at any level of learning ability should be able to participate in a co-operative-education program, which may be as demanding as any regular in-school program.

12.2 Policy governing co-operative-education courses

The following policy statements provide direction for the planning of credit courses involving co-operative education.

Approved courses

The same rules apply to co-operative-education courses as apply to all other courses offered for credit. Courses having an out-of-school component are to be based on a curriculum guideline or treated as experimental courses for which Ministry approval is required. A significant out-of-school component does not in itself make a course experimental. For example, a gifted student may take a history course that has been specially designed to involve a great deal of library work, perhaps under the auspices of an historical society; such a course could fall within the framework of a curriculum guideline.

Amount of out-of-school time

A co-operative-education course or set of courses offered for credit must be designed so that the in-school component forms at least one-third of the course or set of courses, that is, approximately forty hours of each credit assigned to the program. Credit must be granted on the basis of the total learning achieved through the combination of the in-school and out-of-school components. For example, if the in-school component consists of a class period each morning for a year and the out-of-school component consists of anywhere from eighty minutes to four hours each afternoon, the total number of credits allowed for such a program would be a maximum of three. (This assumes that a class period per day is equal to 110 hours of scheduled time.)

Credit limit

There is no formal restriction on the number of credits that may be earned through co-operative education, but students should be advised to allow for a reasonable balance between the regular program and the co-operative-education program in their timetables.

Eligibility for credit

In order that a co-operative-education course be eligible for credit, the out-of-school work must be very closely related to the in-school studies and must reflect co-operative planning between outside instructors and in-school staff. Whether they be guideline courses or experimental courses, such courses must be carefully monitored by the school if they are to remain eligible for credit.

School monitoring and supervision

Where a credit course or set of courses has an out-of-school component, a teacher on the school staff, knowledgeable in the area under study, must be involved in the out-of-school portion to the extent of:

- identifying the objectives for the component and approving the learning strategies planned to achieve them;
- working co-operatively with outside supervisors (where such are involved) in planning and evaluating student learning and in orienting the student to work situations;
- visiting and monitoring the out-of-school activities to ensure that course expectations are met;
- evaluating the student's performance and the worth of the particular out-of-school activities in meeting objectives.

Payment for work

The following principles may be applied at the discretion of the individual board:

- Students may receive pay, as well as academic credit, for employment or community involvement when there is a balance between the learning they obtain on the job and the productive work they accomplish.
- Students may receive academic credit alone when learning is the major factor and the students do not contribute significantly to production.
- Pay, where offered, should be at least at the minimum wage level and can be at the beginner's rate for the job if the student accomplishes the same work as other employees.

Additional costs

Some out-of-school components, particularly those that do not involve employment, may require additional costs to students or parents. Students should not be denied access to courses requiring such costs because of their inability to pay. Every effort should be made to provide assistance to students whose financial circumstances make it difficult for them to participate.

12.3 Implementation of co-operative education

Advisory committees are to play an important role in establishing and maintaining the links required between the school and the community for the success of co-operative-education courses. It is recommended that community groups, parents, employers, representatives of labour, and educators be given adequate representation on such committees, and that committee members be involved in both the planning and evaluation of programs. These committees should ensure that appropriate communication is established between all parties concerned. For example, if a student is to be paid for a newly established work station, preliminary discussions should be held with the employer, the supervisor, other employees, and union representatives to inform them of the aims of the program.

Advisory committees can assist in the placement of students in appropriate learning programs in the community. It can be their function to examine the general criteria stated in this policy statement and to make recommendations to the school board concerning the criteria that may be considered in the local implementation of co-operative education in the schools.

Any co-operative-education credit course or set of courses must be based on local outlines of criteria approved by the school board, or must be given special approval by the supervisory officer. The description of such courses in the course calendar should clearly indicate the nature and extent of the out-of-school component.

13. Courses and Their Approval

Courses offered in the schools shall be based on curriculum guidelines issued by the Minister. However, experimental courses not based on guidelines may be offered with the approval of the Ministry of Education.

13.1 Guideline courses

Curriculum guidelines issued by the Minister of Education provide the framework within which courses of study are to be developed at the local level to meet the needs, interests, and aptitudes of students. Courses (except for those subjects listed in the second part of Appendix E) based on curriculum guidelines require no further approval. The current Ontario Ministry of Education curriculum guidelines for secondary school education are listed in Appendix F.

A number of courses may be developed from any one guideline, as long as each course reflects the intent and balance of the guideline from which it is developed. If multiple courses are to be developed, however, the principal must be satisfied that the credit value of each course is proportionate to the work planned, taking into consideration the particular students for whom the course has been designed. Consideration should also be given to how such courses might affect the whole school curriculum. A guideline may restrict, within a given subject, the number of courses that can be developed from it or that a student can take. In such cases, any additional course would be classified as an experimental course.

13.2 Experimental courses

Experimental courses may be offered for one or more of the following reasons:

- to accommodate genuine local needs of a particular school or region that cannot be met by the adoption of a guideline course;
- to permit pilot projects in curriculum development that are expected to benefit the students (projects that are innovative and not based on provincial guidelines);
- to ensure the proper monitoring of certain Honour Graduation courses for which guidelines exist, but for which approval must be obtained before the course is offered. Such courses include the following situations:
 - a) Where a Senior Division guideline exists that makes no provision for Honour Graduation

courses, approval for such experimental courses must be obtained.

- b) Where a guideline exists that limits the number of Honour Graduation courses and a school wishes to develop additional courses or fractional parts thereof, approval must be obtained.
- c) Where a guideline exists that, because of its nature, requires Ministry approval for any Honour Graduation course based on it, then such courses are said to be “experimental”.

An experimental course, then, is either one that is not based on a provincial guideline, or one that is related to a guideline, but for which approval is necessary before it can be implemented in a school program. For purposes of this document, courses that require board approval, but not Ministry approval, are not called “experimental courses”.

13.3 Approval of experimental courses

All experimental courses require approval by the Ministry for purposes of credit towards a diploma. Such approval shall be obtained before an experimental course is offered. Before approval is requested, careful consideration should be given to the availability of staff, facilities, financial resources, and instructional materials, as well as the possible reallocation of existing resources within the school. Prior approval by the Ministry is also required for the textbooks to be used in connection with these courses. However, books to be used in experimental courses leading to the Secondary School Honour Graduation Diploma do not require such approval.

The following conditions pertain to all requests to offer experimental courses:

- The chief education officer of a school board shall send a request for approval to the Regional Director of Education, along with an outline of the nature of the studies to be undertaken, the rationale for offering the course, the year and division in which the course will be given, the objectives and evaluation procedures, the level of difficulty, the credit value, the textbooks and reference materials proposed for use, and the intended date of introduction of the course.
- Requests for approval must be sent well in advance of the proposed introduction of the course.
- Approval, when given, applies only to a specific course at the school or schools named in the letter of approval.
- The period of time for which an approval is granted will be stated in the letter of approval.
- The principal of the school for which the course is approved must assume supervisory responsibility even when all or a significant portion of the course is conducted at some location other than the school premises and instruction is given by persons who are not on the teaching staff of the school.
- A credit for an experimental course cannot be substituted for a credit in a required subject.
- Principals of secondary schools where special education (including occupational education) is being offered to students in their Grade 11 and 12 programs should note that, in addition to practical or technically oriented courses, other suitable courses may be adapted from some Senior Division guidelines. In cases where relevant guidelines do not exist, courses must be submitted for Ministry approval through the process outlined above.

13.4 Exemptions from experimental-course approval

Certain types of credit courses are exempt from experimental-course approval. Such courses are to be established under the following conditions:

- The course of study shall be approved by the school board, be kept on file, and be made available as requested by the Ministry of Education.
- The course development, instruction, evaluation, and related learning materials shall be subject to the supervision of the principal, as in any other course.
- Such matters as adherence to the definition of a credit, scheduled time, allocation to an area of study, determination of the level of difficulty, and the recording of student achievement shall be consistent with the policies outlined in this document for all credit courses.

Two types of courses that are exempt from experimental-course approval are the following:

French as a second language

Since there is sufficient research and experience at hand to indicate that language learning is favourably enhanced through extended or immersion approaches, courses in French as a second language that constitute components of extended or immersion French programs for English-speaking students are exempt from experimental-course approval. Other courses, such as Mathematics, Geography, and Family Studies, that are taught in French to English-speaking students and that are based on Ministry guidelines are not considered experimental.

Religious Education in Roman Catholic separate schools

Credit courses in Religious Education in Grades 9 and 10 of Roman Catholic separate schools are exempt from experimental-course approval provided:

- that such courses are developed by the school, a group of schools, or all applicable schools under the jurisdiction of the Roman Catholic separate school board; and
- that each student earns no more than one credit in Religious Education in each of Grades 9 and 10.

14. Achievement, Attendance, and Evaluation

Student participation, regular attendance, and evaluation of achievement should be integral parts of the curriculum in order that each student may reach the goal of maximum educational benefit.

14.1 Achievement

Education is a process of learning that requires continuity in and exposure to learning experiences. Students must learn to work not only as individuals but also with others. This involves the student in listening, co-operating, sharing, interacting, and experiencing mutual evaluation. Students should be able, singly and in groups, to investigate, analyse, synthesize, generalize, and make occasional intuitive leaps in the pursuit of knowledge. Students and teachers should engage in educational processes that are mutually instructive, creative, and satisfying. The ability to work with and for others – both adults and peers – is an essential ingredient of the learning process. Regular attendance on the part of students is an important component of this process and of the evaluation of student achievement.

14.2 Attendance

If the process of learning is disrupted by irregular attendance, learning experiences are lost that cannot be entirely regained. Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed. Expectations of participation, achievement, and attendance must be realistically related to the objectives of a course and *must be clearly identified for all students and their parents.*

To encourage regular attendance, the principal and staff should consider:

- informing both student and parents at the outset of each course of the extent to which participation and attendance will be components of the evaluation process;
- maximizing the visibility of the school’s policy on attendance;
- meeting with the student and parents where, in the teacher’s judgement, irregular attendance is jeopardizing the successful completion of the course;

- identifying for both student and parents the potential consequences of irregular attendance and the alternatives that could be considered to promote a change in behaviour that will contribute to a successful program of learning.

Neither lack of attendance nor a predetermined number of absences may be the *exclusive* cause of failure in a course.

14.3 Evaluation

Procedures for evaluating student progress should be sufficiently varied to meet the requirements of different individuals and groups of students, different courses, the several levels of difficulty, and a variety of learning environments. Formative and summative appraisal, standardized testing, diagnostic testing, subjective and objective assessment, and examination of cognitive, psychomotor, and affective development should all be considered for both the advantages and disadvantages that each may have in any learning situation. The most effective form of evaluation is application of the teacher’s professional judgement to a wide range of information gathered through observation and assessment. When suitable methods of evaluation are used, evaluation itself becomes a part of learning for both the student and the teacher.

Subject promotion makes it possible for students to repeat or change courses in which they have not been successful without having to repeat others in which their progress has been satisfactory. However, no matter what evaluation processes are used within individual courses to assess a student’s achievement, it is still necessary for the principal and staff to have a method of monitoring the overall progress of that student through secondary school. Once an individual student’s progress and achievement have been measured and assessed, they should be recorded as clearly and completely as possible. The Ontario School Record Folder is a basic element in such a process.

14.4 Early school-leaving

Regulation 159/75 permits a parent to apply for the release of a student, aged fourteen or over, from regular school attendance so that the student can participate in an alternative learning experience that is considered suitable for him or her. This experience may involve attendance at some classes or a full-time program away from the school and can enable students to earn credits for diploma purposes. After approval of the program is made by a committee established according to the Regulation, the student continues to be registered at the school until he or she is no longer of compulsory school attendance age. The principal has an obligation to participate in monitoring the progress of the student, to report such progress to the parents, and to maintain the Ontario Student Record Folder.

15. Guidance Services and Student Records

Schools shall maintain an effective guidance and counselling service for students and maintain records of individual student programs and levels of attainment in each course.

15.1 Guidance services

The maintenance of an effective guidance and counselling service is vital to the operation of a secondary school. The variety of curriculum choices available to students in most secondary schools makes it essential that high priority be given to consultation services. If students are to make informed decisions about course selections, they need to know as precisely as possible the philosophy and practice of the school regarding the courses that are available as well as the possible consequences of their particular choices.

The expectations of business, industry, and post-secondary education, as well as the “national priorities” referred to in section 17.1, may have a significant influence on the selection of courses and should, therefore, be part of the information readily available to each student. Furthermore, the planning of programs with students requires continuous evaluation of individual potential and achievement if students are to be assisted in finding their appropriate goals and directions in the secondary school.

Guidance services are necessary in facilitating the adjustment of new students or of those requiring special education services. Other important functions of guidance services include liaison with feeder schools, utilization of the resources of community agencies, and the satisfactory flow of educational and vocational information to students, teachers, and parents.

In planning for these essential services in the schools, principals should encourage guidance counsellors to meet regularly with teachers so that some of the information required by students will be available from all staff members and so that counsellors may evaluate the guidance services they are providing to the whole school.

15.2 Student records

Student records are to be maintained in accordance with Regulation 38/73, Pupil Records. Students and their parents shall be made aware of the importance of the Ontario Student Record Folder and their right to see it.

When student achievement in courses and programs is reported, a common practice is to use a percentage; some schools use a general range of percentages indicated by a code. In the latter case, it is recommended that the following evaluation code be used uniformly in all such schools.

Code letter	Percentage attained
A	80-100
B	70-79.9
C	60-69.9
D	50-59.9
E	Less than 50

Either percentages or code letters are acceptable methods of reporting student achievement.

16. Resources Centres and School Textbooks

Library resource centres should be available and should play a vital role in student programs. Principals shall ensure the use of approved textbooks as required by the Minister.

16.1 Library resource centres

The facilities of the library resource centre in a secondary school should be available to groups and individual students at all times of the school day as well as before and after regular school hours. Regularly scheduled classes in the resource centre should be avoided. Consideration should be given to the extension of library services during evenings and weekends. Independent study and research require a variety of learning materials as well as suitable areas for individuals and small groups of students.

Most effective use is made of the centre when the principal, teachers, students, and school librarian co-operatively determine the materials and services needed. Principals should encourage those in charge of the centres to place particular emphasis upon the acquisition of suitable learning materials of Canadian origin.

16.2 Selection of textbooks

Circular 14: Textbooks, issued by the Minister of Education, lists textbooks approved for use in schools. Principals are reminded of their responsibilities under The Education Act, 1974, and the regulations pertaining to the use of textbooks in schools. Reference should be made to the three sections at the beginning of *Circular 14* that deal with the requirements, information, and extracts from The Education Act, 1974 and other regulations that relate to the selection of textbooks.

Requests for approval to use textbooks other than those permitted in *Circular 14* must be submitted by the chief education officer of the school board to the Regional Director of Education.

When approval is requested from the Ministry for experimental courses, approval for the use of accompanying textbooks must also be sought. Ministry approval is not required for textbooks that are to be used in Honour Graduation courses.

In the selection of textbooks, preference should generally be given to books written or edited by Canadians and printed and bound in Canada.

17. Programs, Rights, and Responsibilities

Students' programs should be planned with consideration being given to all pertinent factors that will permit the maximum educational benefit for each student. Information about the curriculum and the rights and responsibilities of students and parents shall be communicated clearly to all students and parents.

17.1 Planning a student program

There are several principles to be considered in planning individual programs for students.

Basic skills

Students, when commencing a secondary school program, should have the basic skills that will allow them to continue their education with competence and confidence. Principals of secondary schools should maintain close contact with feeder schools in regard to curriculum planning.

Course selection

Students should be advised to take courses that will allow them to capitalize on their abilities, interests, needs, and educational goals without unnecessarily limiting their future educational and occupational choices. Courses must be selected to include the required subjects. Courses must also be chosen to satisfy other diploma requirements if students wish to qualify for the Secondary School Graduation Diploma. The principal and staff should make recommendations regarding the selection of courses. Such advice will have a significant influence on the choices made by students with the approval of their parents. However, students and their parents have the right to make alternative course selections provided that the diploma requirements are being met. Students who have attained the age of majority may accept responsibility for their own curricular choices.

Enrichment

All students who are capable of doing so should be strongly encouraged to expand and deepen their studies by taking more than the minimum number of credit courses towards the Secondary School Graduation Diploma, preferably earning credits from as challenging a level as possible.

Levels of difficulty

Courses should be selected at the most appropriate level of difficulty whenever there is a choice to be made. Students should not be expected to take all courses at the same level. Exceptional students should be encouraged to take advantage of any provisions available to them whether they are gifted students or students with learning problems.

Prerequisite courses

The principal, in consultation with the staff, may make recommendations regarding prerequisite courses. *A course may be designated as a prerequisite to another only if it is absolutely essential for the successful understanding of the subsequent course.* Where prerequisites are identified by the principal, it must be made clear to the students and their parents that such prerequisites are recommended routes for the majority of students. Prerequisite courses should be kept to a minimum.

National priorities

Each student should be advised of the importance of certain educational and societal priorities that contribute to national objectives, such as personal physical fitness, an understanding and appreciation of both the English and French languages, and an awareness of Canada's heritage.

The language of instruction

Special importance is attached to the language of instruction in a secondary school. The language, whether English or French, is to be stressed in every course. Appropriate vocabulary, spelling, usage, and grammar are to be highlighted within each subject in such a manner that each course will enhance the student's mastery of expression and communication.

French-language schools

The aims and objectives of French-language instructional units will be most fully realized if students in these units include Français in each year of their program. English or Anglais is an obligatory subject of instruction for every pupil in Grades 9 to 12 who is enrolled in a French-language school and is a required subject for a diploma issued to such a pupil.

Coherence, continuity, and balance

Ideally, a student's program should possess the qualities of coherence, continuity, and balance: coherence in relating most of the student's courses in some way to immediate and long-term goals; continuity in providing the opportunity for some extended study of sequential courses or the application of known principles to new studies; and balance in the range of knowledge and learning styles upon which the student's future educational and occupational choices may be based.

Transfer or change of course

Whenever students are allowed to transfer or change courses during the year, every effort should be made to retain the coherence of their programs as well as the other characteristics involved in the initial planning. As with the original course selection, all transfers or changes of course by students under the age of majority must also receive parental approval.

Special provisions for earning credits

The large majority of students should be expected to earn credits and diplomas through day-school programs. However, some students may find it to their advantage to avail themselves of such provisions as private study, correspondence courses, summer schools, continuing education, equivalency for mature students, and private schools.

Co-operative education

Where appropriate, students should be made aware of the opportunities and possibilities open to them to engage in the co-operative utilization of community resources for diploma credit courses. The rationale for co-operative education and the conditions pertaining thereto should be well understood by those students who could benefit from such programs.

Independent study

Opportunities for independent study should be available to students only to the extent that such study provides the appropriate balance or support to a student's total program. In any given course, there is no restriction on the number of periods that a teacher may permit for independent study. In this method of study, the teacher is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that which is expected in a course with a minimum scheduled time of 110 hours.

Acceleration

Gifted students who are able to master an accelerated program and who have the approval of their parents and the principal may earn both the Secondary School Graduation Diploma and the Secondary School Honour Graduation Diploma in fewer than five years through the accumulation of credits in day school and in other ways.

Educational expectations

Student programs should be reviewed and evaluated from time to time to ensure that students continue to have the best available programs to meet desired educational objectives.

17.2 Communicating with parents

This document has stressed the need for the school and parents to work together in meeting the intellectual, physical, social, emotional, and moral needs of secondary school students. Parents must be fully informed of the school's programs and expectations. Furthermore, parental approval must be given in a number of areas where decisions are to be made by students who have not reached the age of majority. The following points are important:

- All necessary information related to available courses and diploma requirements shall be communicated clearly to students and their parents.
- The information shall be communicated in such a manner that students and parents have ample time to examine the information and can understand their responsibilities and choices in the decisions that they must make.
- Students and their parents shall be informed of their rights with regard to the selection of courses and the accessibility of student records.

17.3 Course calendars

It is recommended that the school's course calendar (and to some extent the option sheets) be the vehicle by which students and their parents are fully informed about the curriculum. The following matters shall be considered for inclusion in a document such as the course calendar:

- the objectives of the school
- a list of available courses with annotations
- the meaning of the school's course coding system
- a list of the required subjects
- information relating to levels of difficulty
- identification of the subjects in the different areas of study
- diploma requirements, including the definition of a credit
- national priorities (see section 17.1)
- prerequisite courses
- expectations regarding achievement and attendance
- the rights of students and parents in the selection of courses
- other items for which parental approval is required
- the importance of the Ontario Student Record Folder
- the rights of students and parents to see student records
- special provisions available to exceptional students
- information about co-operative education, where appropriate
- school policy governing course transfers during the year
- dates of school events
- a list of extra-curricular activities
- advice for students
- suggestions for parents

Appendix A: Required Subjects

Intermediate Division

All students commencing a secondary school program on or after September 1, 1979, shall, within their program during the first two years, include courses in required subjects as follows:

- English (or Anglais)2 credits
- Mathematics2 credits
- Science1 credit
- Canadian History1 credit
- Canadian Geography1 credit

Note: This ruling is modified for students in an occupational program (see section 8.1).

The courses in the required subjects are to be based on the following guidelines:

English

- English, Intermediate Division, 1977*
- Anglais, K-13, 1970*
- English as a Second Language/Dialect, 1977*

Mathematics

- Mathematics 1.12C(9) (4&5), 1965*
- Mathematics 1.12D(10) (4), 1966*
- Mathematics 1.12D(10) (5), 1966*
- Curriculum RP.35 (Occupational Courses), 1962*
 - Mathematics, Grades 9 & 10
- Curriculum RP.31 (Commercial Subjects), 1963* –
Business Mathematics, Grade 10
- Technical Subjects RP.27, Intermediate and Senior Divisions, 1963* – Mathematics (Technical),
Grades 9 & 10

Notes:

- a) The new interim guideline *Mathematics, Intermediate Division, 1977, Draft Copy* may be used as the basis for one or more courses in lieu of basing courses on the guidelines listed above. This draft guideline provides for courses at different levels of difficulty.
- b) The principal must ensure that the two courses selected by a student do not significantly overlap in content.

Science

- Science, Intermediate Division, 1978*
- Environmental Science, Intermediate and Senior Divisions, 1973*

Canadian History

- History, Intermediate Division, 1977*

Note: The required course must be developed from the area of investigation entitled “Contemporary Canadian and World Concerns”.

Canadian Geography

- Geography, Intermediate Division, 1977*

Note: The required course must be developed from section III, entitled “Canada”.

Senior Division

All students commencing a secondary school program on or after September 1, 1979, shall, within their program in the Senior Division, include courses in required subjects as follows:

- English (or Anglais)2 credits

The courses in this required subject are to be based on the following guidelines:

- English, Senior Division, 1977*
- Anglais, K-13, 1970*
- English as a Second Language/Dialect, 1977*
- Curriculum RP.31 (Commercial Subjects), 1963* –
English Composition, Business Correspondence,
and Language Study

Exceptional students

Until supplementary curriculum materials become available, principals of schools offering occupational programs may modify any of the available guidelines to provide appropriate courses in the required subjects.

Appendix B: English Studies

Note: The information given in this appendix is applicable to students who entered the first year of an Ontario secondary school prior to September 1, 1979. For students entering on or after September 1, 1979, see sections 8.1, 8.2, and 9.2.

Diploma requirements

Every student who entered the first year of an Ontario secondary school program between September 1, 1974, and August 31, 1977, must, in order to qualify for the Secondary School Graduation Diploma, successfully complete at least four credits in courses designated as “English Studies”. Two credits in English Studies and two in English are required for students entering between September 1, 1977, and August 31, 1979.

In announcing to the Legislature the mandatory credits in English Studies, the Minister of Education stated:

Our schools must help students to acquire effective communication skills in the English language — to learn how to organize ideas in a logical manner and to communicate with others clearly and effectively in writing and oral speech.

These are basic expectations for students qualifying for the Secondary School Graduation Diploma.

Criteria

To be designated as “English Studies”, courses in English language and literature must have as their major purpose the development of the four language skills of reading, writing, listening, and speaking. Since a mastery of language is essential to the whole learning process, competence in its use is of paramount importance.

A course in English Studies should enable students to communicate their thoughts with clearness, accuracy, and effectiveness. Practice in written expression will, therefore, be a basic component of any course in English Studies.

In the study of grammar, spelling, and punctuation, emphasis should be placed on the functional and effective use of language rather than on the abstract and theoretical application of rules. This statement does not preclude the possibility of including a study of the history and growth of the English language or a study of linguistics as part of an English Studies program.

It is expected that the depth and complexity of courses will increase as students progress, so that language skills will improve at each successive stage. Although the formal development of language skills is undertaken mainly by teachers of English, good standards of oral and written expression continue to be the responsibility of every teacher.

Guidelines

The rationale of the following guidelines allows courses to be developed that would satisfy the criteria for English Studies:

English, Senior Division, 1977

Anglais, K-13, 1970

Communications and Business Procedures, Senior Division, 1971

Curriculum RP.31 (Commercial Subjects), 1963 — English Composition, Business Correspondence, and Language Study

Some courses derived from the following guidelines could also be designated as “English Studies”:

English as a Second Language/Dialect, 1977

Dramatic Arts, K-13, 1970

Screen Education in Ontario, K-13, 1970

Experimental courses

Although other guidelines might seem to provide basic themes and content for a course in English Studies, in most cases it would be difficult to satisfy both the prescribed objectives of these guidelines and the requirements for English Studies. Therefore, experimental-course approval should be sought for any course in English Studies developed from guidelines other than those mentioned above.

Courses designated as both “English Studies” and “Canadian Studies”

It should be noted that some courses in Canadian literature might be designated as either “English Studies” or “Canadian Studies”. However, a student may not count the credit earned in such a course as a credit in both English Studies and Canadian Studies.

After consultation with staff members, the principal will assume final responsibility for determining the designation of courses. Information regarding courses should then be made available to students and their parents to help them understand the purposes and expectations of an English Studies program.

Appendix C: Canadian Studies

Note: The information given in this appendix is applicable to students who entered the first year of an Ontario secondary school prior to September 1, 1977. For students entering on or after September 1, 1977, see sections 8.1, 8.2, and 9.2.

Diploma requirements

Every student who entered the first year of an Ontario secondary school program between September 1, 1974, and August 31, 1977, must, in order to qualify for the Secondary School Graduation Diploma, successfully complete at least two credit courses designated as “Canadian Studies”. Canadian Geography and/or Canadian History replace the Canadian Studies requirements for students entering on or after September 1, 1977.

Definition

Canadian Studies are defined as courses that have as their major purpose a study of some aspect of Canadian society, be it historical, environmental, cultural, economic, political, geographic, or sociological.

Criteria

In applying this definition to a particular course, the term “major purpose” is critical. To be classified as “Canadian Studies”, a course must have as its major purpose helping the student to understand the nature of Canada’s multicultural society. It would follow that the individual units or topics in such a course could each be clearly shown to contribute to the major purpose.

It will be noted that the term “Canadian” in the criteria above is used in a societal context and not just as a geographic designation. Thus, a Canadian Studies course must deal with circumstances that affect or have affected us as a society, showing their influence on our national condition and outlook. The fact that particular phenomena occur in Canada does not in itself constitute a reason for designating courses that deal with them as Canadian Studies.

Guidelines

Courses developed from the following guidelines would automatically meet the criteria for Canadian Studies:

Man and the Earth (Geography), Intermediate Division, 1973 – Canada section

Geography, Intermediate Division, 1977

History, Intermediate Division, 1973

History, Intermediate Division, 1977

Courses developed from the following guidelines might, with certain adaptations, meet the criteria for Canadian Studies while at the same time meeting the objectives of courses traditionally developed from these guidelines. Courses in Canadian literature constitute a special case; hence the list includes the guidelines from which such courses might be developed:

Anglais, K-13, 1970

Consumer Studies, Intermediate and Senior Divisions, 1972

Economics, Senior Division, 1971

English RP.S.4, Senior Division, 1967

English, Senior Division, 1977

Environmental Science, Intermediate and Senior Divisions, 1973

Français, cycle supérieur, 1973

French S.15A (11-12), 1970

Law, Senior Division, 1972

Man in Society RP.48, 1965

Man, Science and Technology, Intermediate and Senior Divisions, 1972

Urban Studies, Senior Division, 1971

Experimental courses

The rationale and objectives of current guidelines not listed in the preceding section relate too exclusively to their nominal field of application to permit the development of courses meeting the criteria for Canadian Studies.

Some of these other guidelines contain sections that relate to the Canadian Studies theme. If one of these sections were enlarged to comprise an entire course, or if a number of such sections from different guidelines were combined, the resulting course would no longer be within the rationale of any single Ministry guideline and would require specific Ministry approval.

Courses from Honour Graduation guidelines

The secondary school Honour Graduation guidelines constitute a special case. Some of these provide potential vehicles for Canadian Studies, particularly *Geography S.7, 1968*; *Family Studies, Senior Division, 1977*; and *History, Senior Division, 1970*. Further, Honour Graduation courses based on *Français S.46(13), 1968*; *French S.15A(13), 1968*; *Anglais, K-13, 1970*; and *English, Senior Division, 1977* can be eligible if certain aspects are chosen, as described earlier in this appendix.

These courses may be counted towards the Secondary School Graduation Diploma provided they are not also counted towards the Honour Diploma. If they are used in this way and are designated as courses in Canadian Studies by the principal, they may also be used to fulfil the Canadian Studies requirement.

Appendix D: Music Certificates Accepted for Credits

Secondary School Graduation Diploma

Satisfactory standing in any of the following may count for a maximum of one credit towards the Secondary School Graduation Diploma.

- Royal Conservatory of Music of Toronto:
Grade VIII Practical and Grade II Rudiments
- Western Ontario Conservatory, London:
Grade VIII Practical and Grade II Rudiments
- McGill Preparatory School of Music: Grade 10 Practical and Grade 10 Theory
- Trinity College of Music, London, England:
Grade VII Practical and Grade V Theory
- Royal Schools of Music, London, England:
Grade VII Practical and Grade VI Theory

Secondary School Honour Graduation Diploma

Satisfactory standing in any of the following may count for a maximum of one credit towards the Secondary School Honour Graduation Diploma:

- Royal Conservatory of Music of Toronto:
Grade IX Practical and Grade III Harmony
- Western Ontario Conservatory, London:
Grade IX Practical and Grade III Harmony
- McGill Preparatory School of Music: Grade 11 Practical and Grade 11 Theory
- Trinity College of Music, London, England:
Grade VIII Practical and Grade VI Theory
- Royal Schools of Music, London, England:
Grade VIII Practical and Grade VIII Theory

Appendix E: Honour Graduation Courses

Note: Where guidelines are superseded, see the statement governing credits in the new guideline.

Guideline courses

Courses based on Ministry guidelines for the subjects in the following list may be implemented without further approval. The right-hand column shows the maximum number of Honour Graduation credits in each subject that a student may count towards the earning of the Secondary School Honour Graduation Diploma. (See section 10.4 on fractional credits.)

<i>Subjects</i>	<i>Credits</i>
Accountancy Practice or Accounting	1
Anglais	2
Biology	1
Chemistry	1
Classical Studies (Greek)	2
Classical Studies (Latin)	2
Economic Reasoning	1
English*	3
Family Studies	1
Français*	3
French	2
Geography	2
German	2
History	2
Italian	2
Mathematics (a maximum of 4 credits):	
Relations and Functions	1
Calculus	1
Algebra	1
Mathematics of Investment	1
Music (see section 10.6)	2
Physics	1
Russian	2
Secretarial Practice	1
Spanish	2
Visual Arts	2

Note: Approved experimental courses in the above subjects may be taken in lieu of guideline courses, provided the number of credits per subject counted towards the Secondary School Honour Graduation Diploma does not exceed the number shown for each subject.

Experimental courses

Experimental-course approval is required for Honour Graduation courses offered in the following subjects. The maximum number of credits in each subject that a student may count towards the earning of the Secondary School Honour Graduation Diploma will be indicated in the letter of approval.

- Classical Studies (Classical Civilization)
- Consumer Studies
- Dramatic Arts
- Environmental Science
- Law
- Man in Society
- Man, Science and Technology
- People and Politics
- Physical and Health Education
- Screen Education
- Space and Man
- Urban Studies
- World Religions

* The maximum number of credits that a student may count towards the S.S.H.G.D. in the sum of Français and English credits is five.

Appendix F: Secondary School Guidelines and Courses (as of September 1978)

Notes:

1. This appendix lists English titles of current Ministry curriculum guidelines for secondary school education. The French version of *Circular H.S.I* lists French titles where they are available.

2. Publications that have been superseded by new guidelines have been omitted from this list. It is expected that within a reasonable time schools will replace courses based on the deleted publications with courses based on the new guidelines.

3. The number that precedes each guideline and course title is part of a coding system adopted by the Ministry. The codes and titles of courses
- correspond to those given in the “Course Enrolment by Guideline” section of the *School September Report, 1978*.

*These guidelines are out of print until revisions are completed.

**These publications do not contain a specific Grade 13 syllabus; therefore, schools wishing to offer Honour Graduation courses based on these guidelines should seek approval under the procedure outlined for experimental courses (see section 13.3).

†These guidelines outline courses acceptable for credit towards the Secondary School Honour Graduation Diploma.

‡These publications are currently in preparation.

Guideline code	Guideline	Course code	Course	Grade(s)
General and Multidisciplinary				
G30-030	** <i>Classical Studies, Intermediate and Senior Divisions, 1976</i>	I12-010	Classical Studies (Classical Civilizations), 1976	9, 10
		S12-010	Classical Studies (Classical Civilizations), 1976	11, 12
C11-010	** <i>Consumer Studies, Intermediate and Senior Divisions, 1972</i>	I11-010	Consumer Studies, 1972	9, 10
C10-010	<i>Group Guidance, I.3 (& S.5), 1968</i>	S11-010	Consumer Studies, 1972	11, 12
		I10-010	Group Guidance I.3 (& S.5), 1968	9, 10
S14-020	<i>Guidance, Senior Division, 1977</i>	S14-020	Guidance, 1977	11, 12
C11-020	<i>Informatics, Intermediate and Senior Divisions, 1972</i>	I11-020	Informatics, 1972	9, 10
		S11-020	Informatics, 1972	11, 12
C11-030	** <i>Man, Science and Technology, Intermediate and Senior Divisions, 1972</i>	I11-030	Man, Science and Technology, 1972	9, 10
		S11-030	Man, Science and Technology, 1972	11, 12
S11-040	** <i>Space and Man, Senior Division, 1969</i>	S11-040	Space and Man, 1969	11, 12

Guideline code	Guideline	Course code	Course	Grade(s)
Official Languages				
I20-060	<i>English, Intermediate Division, 1977</i>	I20-060	English, 1977	9, 10
D20-050	<i>English, Senior Division, 1977</i>	S20-050	English, 1977	11, 12
		H20-050	†English, 1977	13
C24-010	** <i>English as a Second Language/Dialect, 1977</i>	I24-010	English as a Second Language/Dialect, 1977	9, 10
		S24-010	English as a Second Language/Dialect, 1977	11, 12
C22-020	<i>French RP.15, Intermediate and Senior Divisions, 1964</i>	I22-010	French I. & S. 15, 1961, and French RP. 15, 1964	9, 10
C22-010	<i>Modern Languages I. & S.15 (French, German, Italian, Russian), 1961</i>	S22-010	French I. & S.15, 1961, and French RP.15, 1964	11, 12
T22-040	<i>French I.15A (9-10), 1968</i>	I22-040	French I.15A (9-10), 1968	9, 10
S22-060	<i>French S.15A (11-12), 1970</i>	S22-060	French S.15A (11-12), 1970	11, 12
H22-050	<i>French S.15A (13), 1968</i>	H22-050	†French S.15A (13), 1968	13
Other Languages				
G30-030	<i>Classical Studies, Intermediate and Senior Divisions, 1976</i>	I30-031	Classical Studies (Greek), 1976	9, 10
		S30-031	Classical Studies (Greek), 1976	11, 12
		H30-031	†Classical Studies (Greek), 1976	13
		I30-030	Classical Studies (Latin), 1976	9, 10
		S30-030	Classical Studies (Latin), 1976	11, 12
		H30-030	†Classical Studies (Latin), 1976	13
H31-030	<i>German S.15B (13), 1968</i>	H31-030	†German S.15B (13), 1968	13
D32-020	<i>Italian S.15D, 1968</i>	I32-020	Italian S.15D, 1968	9, 10
	<i>Italian S.15D (13), 1968</i>	S32-020	Italian S.15D, 1968	11, 12
		H32-020	†Italian S.15D (13), 1968	13
C22-010	<i>Modern Languages, I. & S.15 (French, German, Italian, Russian), 1961</i>	I31-010	German I. & S. 15, 1961	9, 10
		S31-010	German I. & S. 15, 1961	11, 12
		I33-010	Russian I. & S. 15, 1961	9, 10
		S33-010	Russian I. & S. 15, 1961	11, 12
H33-020	<i>Russian S.15C (13), 1968</i>	H33-020	†Russian S.15C(13), 1968	13
C34-020	<i>Spanish I. & S.43, 1964</i>	I34-020	Spanish I. & S.43, 1964	9, 10
		S34-020	Spanish I. & S.43, 1964	11, 12
H34-030	<i>Spanish S.43 (13), 1968</i>	H34-030	†Spanish S.43 (13), 1968	13

Guideline code	Guideline	Course code	Course	Grade(s)
Mathematics				
S40-020	<i>Computer Science, Senior Division, 1970</i>	S40-020	Computer Science, 1970	11, 12
T19-090	<i>*Curriculum RP.35 (Occupations), 1962</i>	I41-090	Mathematics RP.35, 1962	9, 10
T41-040	<i>Mathematics I.12C (9) (4 & 5), 1965</i>	I41-040	Mathematics I.12C (4), 1965	9
		I41-041	Mathematics I.12C (5), 1965	9
T41-050	<i>Mathematics I.12D (10) (4), 1966</i>	I41-050	Mathematics I.12D (4), 1966	10
T41-051	<i>Mathematics I.12D (10) (5), 1966</i>	I41-051	Mathematics I.12D (5), 1966	10
D40-060	<i>Mathematics, Senior Division, 1972</i>	S40-060	Mathematics, Applications 1, 1972	11
		S40-061	Mathematics, Applications 2, 1972	12
		S41-060	Mathematics, Foundations 1, 1972	11
		S41-061	Mathematics, Foundations 2, 1972	12
		H41-062	†Mathematics, Algebra, 1972	13
		H41-063	†Mathematics, Calculus, 1972	13
		H40-062	†Mathematics, Mathematics of Investment, 1972	13
		H41-064	†Mathematics, Relations and Functions, 1972	13
C91-010	<i>Technical Subjects RP.27, Intermediate and Senior Divisions, 1963</i>	I40-010	Mathematics (Technical) RP.27, 1963	9, 10
	<i>Note: Mathematics, Intermediate Division, 1977, Draft Copy may be used as the basis for mathematics courses in Grades 9 and 10 (see Appendix A).</i>			
Sciences				
S50-010	<i>Biology RP.50, 1963</i>	S50-010	Biology RP.50, 1963	11 or 12
H50-020	<i>Biology, Grade 13, 1969</i>	H50-020	†Biology, Grade 13, 1969	13
S51-020	<i>Chemistry RP.51, 1965</i>	S51-020	Chemistry RP.51, 1965	11 or 12
S51-030	<i>Chemistry S.17D, 1966</i>	S51-030	Chemistry S.17D, 1966	11 or 12
H51-040	<i>Chemistry S.17E, 1967</i>	H51-040	†Chemistry S.17E, 1967	13
C52-030	<i>**Environmental Science, Intermediate and Senior Divisions, 1973</i>	I52-030	Environmental Science, 1973	9, 10
		S52-030	Environmental Science, 1973	11, 12
S53-010	<i>Geology RP.47, 1963</i>	S53-010	Geology RP.47, 1963	11 or 12
S55-010	<i>Physics S.17A (11), 1966</i>	S55-010	Physics S.17A, 1966	11 or 12
H55-020	<i>Physics S.17C, 1967</i>	H55-020	†Physics S.17C, 1967	13
I54-040	<i>Science, Intermediate Division, 1978</i>	I54-040	Science, 1978	9, 10
S54-010	<i>Science RP.17, 1964</i>	S54-010	Science (General) RP.17, 1964	11, 12
C91-010	<i>Technical Subjects RP.27, Intermediate and Senior Divisions, 1963</i>	S54-080	Science (Technical) RP.27, 1963	11, 12
		S51-010	Industrial Chemistry RP.27, 1963	11, 12

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Social Sciences				
D60-010	<i>Economics, Senior Division, 1971</i>	S60-010	Economics, Economics Canada, 1971	11, 12
		H60-011	†Economic Reasoning, An Introduction to, 1971	13
I61-060	<i>Geography, Intermediate Division, 1977</i>	I61-061	Geography, Canada, 1977	9, 10
		I61-062	Geography, Europe and Asia, 1977	9, 10
D61-070	‡ <i>Geography, Senior Division, 1978</i>	S61-071	Geography, Physical, 1978	11, 12
		S61-072	Geography, Human, 1978	11, 12
		S61-073	Geography, Regional, 1978	11, 12
		H61-074	†Geography, Canada, 1978	13
		H61-075	†Geography, World Issues, 1978	13
S61-010	* <i>Geography RP.7, 1962</i>	S61-010	Geography RP.7, 1962	11, 12
D61-030	<i>Geography S.7, 1968</i>	S61-030	Geography S.7, 1968	11, 12
		H61-030	†Geography S.7, 1968	13
S61-040	** <i>Urban Studies, Senior Division, 1971</i>	S61-040	Urban Studies, 1971	11, 12
I62-050	<i>History, Intermediate Division, 1977</i>	I62-051	History, Contemporary Canadian and World Concerns, 1977	9, 10
		I62-052	History, Canada's Multicultural Heritage, 1977	9, 10
D62-030	<i>History, Senior Division, 1970</i>	S62-030	History, 1970	11, 12
		H62-030	†History, 1970	13
T19-090	* <i>Curriculum RP.35 (Occupations), 1962</i>	I63-090	Home Economics RP.35, 1962	9, 10
S63-030	* <i>Dietary Supervisors RP.52, 1966</i>	S63-030	Dietary Supervisors RP.52, 1966	11, 12
I63-080	<i>Family Studies, Intermediate Division, 1973</i>	I63-080	Family Studies, 1973	9, 10
D63-100	<i>Family Studies, Senior Division, 1977</i>	S63-100	Family Studies, 1977	11, 12
		H63-100	†Family Studies, 1977	13
S63-050	<i>Fashion Arts RP.54, 1967</i>	S63-050	Fashion Arts RP.54, 1967	11, 12
S63-040	* <i>Nursing Assistants RP.53, 1965</i>	S63-040	Nursing Assistants RP.53, 1965	11, 12
S63-070	** <i>Man in Society RP.48, 1965</i>	S63-070	Man in Society RP.48, 1965	11, 12
S64-010	** <i>Law, Senior Division, 1972</i>	S64-010	Law, 1972	11, 12
S65-020	** <i>People and Politics, Senior Division, 1972</i>	S65-020	People and Politics, 1972	11, 12
S66-010	** <i>World Religions, Senior Division, 1971</i>	S66-010	World Religions, 1971	11, 12

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Arts and Physical Education				
I70-030	<i>Art I.13 and Art I.13A (Bibliography), 1968</i>	I70-030	Art I.13 & I.13A, 1968	9, 10
D70-040	<i>Visual Arts (Towards Visual Awareness), Senior Division, 1976</i>	S70-040	Visual Arts (Towards Visual Awareness), 1976	11, 12
		H70-040	†Visual Arts (Towards Visual Awareness), 1976	13
N71-010	<i>**Dramatic Arts, K-13, 1970</i>	I71-010	Dramatic Arts, 1970	9, 10
		S71-010	Dramatic Arts, 1970	11, 12
I72-050	<i>Music, Intermediate Division, 1972</i>	I72-050	Music, 1972	9, 10
D72-060	<i>Music, Senior Division, 1977</i>	S72-060	Music, 1977	11, 12
		H72-060	†Music, 1977	13
I73-070	<i>Physical and Health Education, Intermediate Division, 1978</i>	I73-070	Physical and Health Education, 1978	9, 10
S73-060	<i>**Physical and Health Education, Senior Division, 1975</i>	S73-060	Physical and Health Education, 1975	11, 12
N74-010	<i>**Screen Education in Ontario, K-13, 1970</i>	I74-010	Screen Education, 1970	9, 10
		S74-010	Screen Education, 1970	11, 12
Business Studies				
G80-070	<i>‡Accountancy, Intermediate and Senior Divisions, 1978</i>	C80-071	Accounting Principles I, 1978	10, 11, or 12
		S80-072	Accounting Principles II, 1978	11 or 12
		S80-073	Applications of Accounting, 1978	11 or 12
		H80-074	†Accounting, 1978	13
S80-060	<i>Introduction to Accounting, Senior Division, 1970</i>	S80-060	Accounting, Introduction to, 1970	11, 12
G80-010	<i>*Curriculum RP.31 (Commercial Subjects), 1963</i>	H80-010	†Accountancy Practice RP.31, 1963	13
		S82-011	Business Finance RP.31, 1963	11, 12
		I82-014	Business Mathematics RP.31, 1963	10
		S82-015	Business Organization and Management RP.31, 1963	11, 12
		I82-016	Business Practice RP.31, 1963	9, 10
		S84-010	English Composition, Business Correspondence, and Language Study RP.31, 1963	11, 12
		I82-017	Penmanship RP.31, 1963	9, 10
		S82-017	Penmanship RP.31, 1963	11, 12
		I82-018	Record Keeping RP.31, 1963	9, 10
		H84-011	†Secretarial Practice RP.31, 1963	13
S81-030	<i>Data Processing RP.33, 1966</i>	S81-031	Data Processing, Basic Programming RP.33, 1966	11, 12
		S81-032	Data Processing, Business Systems Programming RP.33, 1966	11, 12
		S81-033	Data Processing, Computer Concepts RP.33, 1966	11, 12
		S81-034	Data Processing, Computer Fundamentals RP.33, 1966	11, 12
		S81-035	Data Processing, Business Data Processing RP.33, 1966	11, 12
		S81-036	Data Processing, Special Commercial RP.33, 1966	11, 12

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C82-020	<i>Machine Applications, Intermediate and Senior Divisions, 1976</i>	S81-037	Data Processing, Systems Design RP.33, 1966	11, 12
		S81-038	Data Processing, Unit Record Fundamentals RP.33, 1966	11, 12
		I82-020	Machine Applications, 1976	9, 10
C83-030	<i>Marketing and Retail RP.32, 1964</i>	S82-020	Machine Applications, 1976	11, 12
		S83-021	Marketing, Advertising and Sales Promotion RP.32, 1964	11, 12
		S83-022	Marketing, Evolution of, RP.32, 1964	11, 12
		S83-023	Marketing, Process of, RP.32, 1964	11, 12
		S83-024	Marketing Traffic, Shipping and Transportation RP.32, 1964	11, 12
		I83-025	Merchandising (Retail) RP.32, 1964	9, 10
T19-090	<i>*Curriculum RP.35 (Occupations), 1962</i>	I83-090	Merchandising RP.35, 1962	9, 10
C84-040	<i>Personal Typing I. & S.31A, Intermediate and Senior Divisions, 1969</i>	I84-040	Typewriting, Personal I. & S.31A, 1969	9, 10
		S84-040	Typewriting, Personal I. & S.31A, 1969	11, 12
C84-050	<i>Basic Business Typing, Intermediate Division, and Communications and Business Procedures, Senior Division, 1971</i>	I84-050	Typewriting, Basic Business, 1971	9, 10
		S84-051	Communications and Business Procedures, 1971	11, 12
S84-060	<i>Shorthand, Senior Division, 1976</i>	S84-061	Shorthand (Vocational), 1976	11, 12
		S84-062	Shorthand (Personal Use), 1976	11, 12
C91-010	Technological Studies <i>Technical Subjects RP.27, Intermediate and Senior Divisions, 1963</i>	I90-010	Drafting RP.27, 1963	9, 10
		I90-011	Graphic Arts RP.27, 1963	9, 10
		I91-010	Air Conditioning and Refrigeration RP.27, 1963	9, 10
		S91-010	Air Conditioning and Refrigeration RP.27, 1963	11, 12
		I91-012	Plumbing RP.27, 1963	9, 10
		S91-012	Plumbing RP.27, 1963	11, 12
		I91-013	Woodworking (General) RP.27, 1963	9, 10
		I91-011	Applied Electricity RP.27, 1963	9, 10
		S92-010	Drafting (Electrical) RP.27, 1963	11, 12
		I95-010	Machine Shop Practice RP.27, 1963	9, 10
		I95-011	Sheet Metal Practice RP.27, 1963	9, 10
		S95-011	Sheet Metal Practice RP.27, 1963	11, 12
		I95-012	Welding RP.27, 1963	9, 10
		S95-012	Welding RP.27, 1963	11, 12
		I95-013	Woodworking (Pattern Making and Casting) RP.27, 1963	9, 10
		S95-013	Woodworking (Pattern Making and Casting) RP.27, 1963	11, 12

Guideline code	Guideline	Course code	Course	Grade(s)
T19-090	<i>*Curriculum RP.35 (Occupations), 1962</i>	I99-010	Aircraft RP.27, 1963	9, 10
		S99-010	Aircraft RP.27, 1963	11, 12
		I99-011	Auto Body Repair RP.27, 1963	9, 10
		S99-011	Auto Body Repair RP.27, 1963	11, 12
		I99-012	Auto Mechanics RP.27, 1963	9, 10
		S99-012	Auto Mechanics RP.27, 1963	11, 12
		I90-090	Drafting (Blueprint Reading and Sketching) RP.35, 1962	9, 10
		I91-090	Carpentry RP.35, 1962	9, 10
		I91-091	Masonry and Allied Trades RP.35, 1962	9, 10
		I92-090	Electrical Appliance Repair RP.35, 1962	9, 10
		I93-090	Restaurant Services RP.35, 1962	9, 10
		I52-090	Floriculture RP.35, 1962	9, 10
		I52-091	Horticulture RP.35, 1962	9, 10
		I94-090	Drycleaning and Pressing RP.35, 1962	9, 10
		I94-092	Janitorial Services RP.35, 1962	9, 10
		I94-091	Painting and Decorating RP.35, 1962	9, 10
		I95-090	Sheet Metal RP.35, 1962	9, 10
		I95-091	Welding and Cutting RP. 35, 1962	9, 10
		I96-090	Multi-Subject Occupational Shops	9, 10
		I97-090	Hairdressing RP.35, 1962	9, 10
		I97-092	Hospital Services RP.35, 1962	9, 10
		I97-091	Nursery School and Child Care RP.35, 1962	9, 10
		I98-090	Industrial Sewing RP.35, 1962	9, 10
		I98-091	Upholstery RP.35, 1962	9, 10
		I99-090	Auto Body Repair RP.35, 1962	9, 10
S90-100	<i>Graphic Arts, Senior Division, 1972</i>	S90-100	Graphic Arts, 1972	11, 12
S91-080	<i>Elements of Construction Technology, Senior Division, 1970, and Supplement, 1970</i>	S91-080	Elements of Construction Technology, 1970	11, 12
S92-070	<i>Elements of Computer Technology, Senior Division, 1970</i>	S92-070	Elements of Computer Technology, 1970	11, 12
S92-050 } S92-051 }	<i>Elements of Electrical Technology S.27B, 1969, and Supplement, 1969</i>	S92-050	Elements of Electrical Technology S.27B, 1969	11, 12
S94-030		S94-030	Agricultural Mechanics RP.27A, 1966	11, 12
S95-060 } S95-061 }	<i>Elements of Mechanical Technology S.27D, 1968, and Supplement, 1969</i>	S95-060	Elements of Mechanical Technology S.27D, 1968	11, 12
S95-040		S95-040	Industrial Physics S.27C, 1967	11, 12
C96-020	<i>*Industrial Arts, I. & S.19, 1962</i>	I96-020	Industrial Arts I. & S.19, 1962	9, 10
		S96-020	Industrial Arts I. & S.19, 1962	11, 12
I70-030	<i>Art I.13 and Art I.13A (Bibliography), 1968</i>	I70-030	Art I.13 & I.13A, 1968	9, 10
D70-040	<i>Visual Arts (Towards Visual Awareness), Senior Division, 1976</i>	S70-040	Visual Arts (Towards Visual Awareness), 1976	11, 12
		H70-040	†Visual Arts (Towards Visual Awareness), 1976	13
I72-050	<i>Music, Intermediate Division, 1972</i>	I72-050	Music, 1972	9, 10
D72-060	<i>Music, Senior Division, 1977</i>	S72-060	Music, 1977	11, 12
		H72-060	†Music, 1977	13

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